

ABSTRAK

PERSEPSI GURU TAMAN KANAK-KANAK (TK) TERHADAP KESIAPAN BERSEKOLAH ANAK (*SCHOOL READINESS*)

(Penelitian Fenomenologi di TK Kota Bandung Tahun 2018)

Syifa Rohmati Mashfufah

1602904

Tujuan penelitian ini adalah untuk mengetahui persepsi guru TK mengenai kesiapan bersekolah anak (*school readiness*). Penelitian ini menggunakan metode kualitatif dengan desain fenomenologi. Partisipannya adalah guru TK di Kota Bandung yang berjumlah tiga orang guru TK kelas B. Alat pengumpulan data ini menggunakan teknik wawancara dan observasi lapangan yang kemudian dianalisis menggunakan *grounded teory*. Proses pengambilan data dilakukan selama tiga bulan dari bulan Juni-September 2018. Berdasarkan penelitian ditemukan bahwa guru TK memiliki persepsi bahwa pentingnya anak memiliki kesiapan bersekolah dalam aspek kompetensi sosial sehingga dapat berpengaruh pada proses sosialisasi dan pencapaian prestasi. Guru TK memiliki persepsi bahwa pentingnya anak memiliki kesiapan bersekolah dalam aspek kematangan emosional sehingga dapat berpengaruh pada penerimaan informasi, daa ingna, rasa percayadiri, dan penyelesaian masalah. Guru TK berpersepsi bahwa penting anak memiliki kesiapan bersekolah dalam aspek perkembangan kognitif bahasa sehingga dapat berpengaruh pada proses membaca, menulis, dan berhitung. Guru TK menyadari bahwa kendala yang dihadapi dalam mengupayakan kesiapan bersekolah adalah kurangnya pemahaman orang tua mengenai kondisi kesiapan bersekolah anak sehingga berdampak terhadap pemberian program atau stimulasi di rumah yang tidak sejalan dengan program di sekolah (aturan yang tidak konsisten dan pemberian hukuman secara fisik). Rekomendasi dalam penelitian ini agar pemerintah, TK, SD, dan orang tua dapat memiliki tujuan yang sama mengenai fokus kesiapan bersekolah anak melalui kegiatan seminar dan *parenting* serta melakukan *screening* kesiapan bersekolah

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anak sehingga pihak terkait dapat memberikan program yang sesuai dengan kebutuhan anak dalam memasuki SD.

Kata kunci: kesiapan bersekolah, anak usia dini, persepsi guru.

ABSTRACT

THE PERCEPTION OF KINDERGARTEN TEACHERS ON SCHOOL READINESS

**(The Phenomenological Study in Kindergarten in Bandung Kota,
2018)**

Syifa Rohmati Mashfufah

1602904

This study is aimed to determine the perception of kindergarten teachers on school readiness. The method of this study is qualitative method with phenomenological design. The participants are three B Group kindergarten teachers in Bandung. The data collection tool is interview techniques and field observation which was then analyzed using grounded theory. This study revealed that kindergarten teachers are perceived toward the importance of school readiness that children should possess as an aspect of social competence so as it affected socialization process and achievement. Kindergarten teachers are perceive on the importance of children having school readiness in the aspect of school readiness that children should possess as an aspect of emotional maturity so as it affected the information acquisition process, memory, self-confident, and problem-solving (the practices of self-help, academics tasks, social relation conflict). Kindergarten teachers are perceive on the importance of children having school readiness in the aspect of language cognitive development by means of games, story-telling, and a literacy/numeracy recognition oriented classroom setting. They are recognize the obstacles of the strive for school readiness; that is, the parents who are lacked of comprehension on children's school readiness condition, so that there is a discrepancy between the stimulation or programs given at home and of those given at school

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(inconsistent rules and physical punishment). The recommendation of this study is that the government, schools (kindergarten and elementary schools), and parents are expected to hold the same comprehension and focus on children's school readiness by means of seminar and parenting program, as well as the practice of school readiness screening toward children; therefore, every party involved will be able to provide appropriate programs that fulfilled children's needs by the time they entering elementary school.

Keywords: school readiness, early childhood, teachers' perception